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ABSTRACT

This document reports the 2-year Cycle II Teacher Corps program in which San Diego State College and three school districts (San Diego Unified, Santee, and Escondido) cooperated to develop dedicated teachers (with M.A. degrees) prepared to teach in disadvantaged communities. Objectives of the program are listed, including that of meeting needs of the communities containing low-income populations of rural Mexican-American farm workers and inner-city Negroes and Western Europeans. The evaluation section of the report summarizes assessments of professional knowledge, teacher attitude, and general attitude of the corpsmen during and at the end of the program. Another section outlines changes or innovations brought about by the program: teaching and curriculum changes in the public schools and in the college and institutional changes in course development, degree program, certification, admission requirements, and community links. Two sections describe the program in the communities and schools in which interns worked, noting suggestions for improvement. Included are interns' descriptions of the communities; an outline of community work within the program schedule (preservice, inservice first year, interim summer, and inservice second year); and descriptions of corpsmen's inservice school involvement in each of six schools. (JS)

ED041825

Cycle II Teacher Corps. Joint Proposal. Final Report.

SAN DIEGO STATE COLLEGE
FINAL PROGRAM REPORT SECOND CYCLE JOINT TEACHER CORPS PROGRAM
WITH THE SCHOOL DISTRICTS OF:

Escondido

San Diego Unified

Santee

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1.0 Overviews and Objectives

The program began in the summer of 1967 with four and five member teams in the San Diego Unified District (four teams), Santee District (one team), Escondido District (one team), for a total of twenty-five interns and six team leaders. The program was reduced to three teams in the second year because of attrition due to the financial plight of the majority of the dropouts with a few interns deselected. The original aims of the program were:

1. To develop teachers prepared to meet the demanding task of teaching in disadvantaged communities by being able to:
   a. Understand the socio-economic forces influencing the lives of disadvantaged children.
   b. Understanding the psychological forces at work in the learning process that especially effect minority groups, the disadvantaged and the way these children learn.
   c. Developing specialized kinds of teaching skills that make teaching minority and disadvantaged children more successful and more rewarding for the children and teacher.
   d. Developing teachers with specialized kinds of skills needed to deal effectively with the total life space of the children involved not only in the school but in the community at large.

2. To supplement the services designed to meet the needs of disadvantaged children within the districts.

3. To select 25 corpsmen and 6 team leaders who were particularly dedicated to and interested in promoting the education of the disadvantaged.

4. To develop an outstanding pilot program for the selection and training of teachers by means of a "true" internship.

5. To assist the interns in a better understanding of the needs of all children and youth, but more especially the needs of the disadvantaged.

6. To prepare the interns to be able to assist the disadvantaged child not only in the school, but also in his family and neighborhood community.

7. To direct the intern into experiences that would assist him in meeting the needs of the child both in group and individualized instruction.

8. The full certification of 25 such well-trained interns.

9. To gain a Master of Arts Degree at the end of two years, or shortly thereafter, by the same 25 interns.

The districts originally participating had unusual characteristics and problems: Escondido - rural, low income, large Mexican/American farm workers, San Diego with a large Negro and Mexican/American central or inner city program and Santee with a very low income population of Western European derivation.

The program was aimed at the three basic ideas of meeting the needs of communities; recruiting and training dedicated teachers; and developing a corps of teachers with the M.A. degree who wanted to be teachers of the disadvantaged. The program started in the fall of 1967 with the interns taking course work at the college and working into professional service in the school community of the districts. At all times, the foremost idea in the planning of experiences for the interns was "a gradual induction into the teaching of the disadvantaged child" and supplementing the service to the children with whom the interns were involved. By the end of the first year, the interns were making a definite contribution to the needs of the children and were taking a greater and greater part in their respective schools.

The first six weeks of the summer of 1968 was spent in course work at the college. In the final three weeks of the summer the interns worked in community agencies serving the disadvantaged in the Y.M.C.A., Neighborhood House and school recreation programs.

During the spring and summer, several interns resigned. Most of those who resigned were able to get positions teaching on emergency credentials in remote areas where teacher shortages were great. A few found that

teaching was not their ultimate vocational interest. The Escondido and Santee teams were combined and the San Diego junior high school teams were combined, as were the elementary teams. The team leaders who lost their teams resigned from the Teacher Corps and were reassigned. The second year continued the induction of the interns into full responsibility. At the college, each intern was working individually to complete the M.A. degree and making up deficiencies for the teaching credential. The interns met as a corps in an intern seminar which proved most valuable to them.

During the final summer, the interns were working almost exclusively on work leading to their respective M.A. degree.

STATISTICAL SUMMARY SHEET - CYCLE 3
ESCONDIDO SCHOOL DISTRICT

I. INTERNS		
1.	How many Interns started program?	4*
2.	finished program?	1
3.	resigned?	3
4.	terminated?	0
5.	Interns presently teaching or going to teach in the school district in which they were trained?	1
6.	Interns going to teach in other school districts?	2
7.	to other occupations?	1
8.	interns transferred?	1
9.	Interns graduated with Master's degree?	1
10.	Interns that met State Certification?	1
11.	Total number of male interns? (started 3	--
12.	Female interns? completed, 0)	1
13.	White?	4
14.	Negro?	0
15.	Mexican-American?	0
16.	American-Indian?	0
17.	Puerto-Rican?	0
18.	Other Minorities_____?	0
II. TEAM LEADERS		
1.	How many Team Leaders started the program?	1
2.	completed program?	0
3.	transferred?	0
4.	terminated?	0
5.	resigned?	1
6.	Team Leaders employed from Local School Agency?	1
7.	Team Leaders employed from outside Local School Agency?	0
8.	Team Leaders presently teaching or going to teach in the school district in which they trained Interns?	1
9.	As Supervisors?	0
10.	Team Leaders going to teach in other school districts?	0
11.	Other occupations?	0
12.	Male Team Leaders?	0
13.	Female Team Leaders?	1
14.	Typical age of Team Leaders	35
III. UNIVERSITY		
1.	How many special courses designed for Teacher Corps?	8
2.	How many Teacher Corps courses now opened to general student body?	0
3.	How many University faculty participated in Teacher Corps training?**	50
4.	Is the University going to submit a 4th Cycle Teacher Corps Proposal?	No

**** 50 different individuals including professors of elective courses**

IV. SCHOOL DISTRICT		
1.	Number of schools served by Teacher Corps?	1
2.	Elementary?	1
3.	Secondary?	0
4.	Number of Urban Schools?	1
5.	Number of Rural Schools?	0
6.	Qualifying data for all schools percentage of poverty.	35.5%
7.	Congressional District Number 35	40% Mex/Am

*** Mrs. Carolyn Millar was in Escondido program one year and Santee program one year. Statistics above include Mrs. Millar**

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STATISTICAL SUMMARY SHEET - CYCLE II

SAN DIEGO UNIFIED SCHOOL DISTRICT

I. INTERNS

1.	How many Interns started program?	16
2.	finished program?	7
3.	resigned?	9
4.	terminated?	0
5.	Interns presently teaching or going to teach in the school district in which they were trained?	2
6.	Interns going to teach in other school districts?	0
7.	to other occupations?	1
8.	interns transferred?	0
9.	Interns graduated with Master's degree?	6
10.	Interns that met State Certification?	6
11.	Total number of male interns?	9
12.	Female interns?	7
13.	White?	14
14.	Negro?	1
15.	Mexican-American?	1
16.	American-Indian?	0
17.	Puerto-Rican?	0
18.	Other Minorities_____?	0

II. TEAM LEADERS

1.	How many Team Leaders started the program?	4
2.	completed program?	2
3.	transferred?	0
4.	terminated?	0
5.	resigned?	2
6.	Team Leaders employed from Local School Agency?	4
7.	Team Leaders employed from outside Local School Agency?	0
8.	Team Leaders presently teaching or going to teach in the school district in which they trained Interns?	4
9.	As Supervisors?	0
10.	Team Leaders going to teach in other school districts?	0
11.	Other occupations?	0
12.	Male Team Leaders? (started, 3	*
13.	Female Team Leaders? completed, 1)	1
14.	Typical age of Team Leaders	42

III. UNIVERSITY

1.	How many special courses designed for Teacher Corps?	8
2.	How many Teacher Corps courses now opened to general student body?	0
3.	How many University faculty participated in Teacher Corps training? *	50
4.	Is the University going to submit a 4th Cycle Teacher Corps Proposal?	No

***50 different individuals including professors of elective courses**

IV. SCHOOL DISTRICT

1.	Number of schools served by Teacher Corps?	3
2.	Elementary?	2
3.	Secondary?	1
4.	Number of Urban Schools?	3
5.	Number of Rural Schools?	0
6.	Qualifying data for all schools percentage of poverty.**	**
7.	Congressional District Number 37	

**** Chollas, 18.4% poverty, 91.1 Non-White, Perry 27.07% poverty, 24.6 Non-White Gompers 35% poverty, 93% Non-White**

STATISTICAL SUMMARY SHEET - CYCLE II

SANTEE SCHOOL DISTRICT

I. INTERNS		
1.	How many Interns started program?	4*
2.	finished program?	3
3.	resigned?	1
4.	terminated?	0
5.	Interns presently teaching or going to teach in the school district in which they were trained?	1
6.	Interns going to teach in other school districts?	1
7.	to other occupations?	1
8.	interns transferred?	0
9.	Interns graduated with Master's degree?	3
10.	Interns that met State Certification?	3
11.	Total number of male interns?	2
12.	Female interns?	1
13.	White?	3
14.	Negro?	0
15.	Mexican-American?	0
16.	American-Indian?	0
17.	Puerto-Rican?	0
18.	Other Minorities_____?	0
II. TEAM LEADERS		
1.	How many Team Leaders started the program?	1
2.	completed program?	1
3.	transferred?	0
4.	terminated?	0
5.	resigned?	0
6.	Team Leaders employed from Local School Agency?	1
7.	Team Leaders employed from outside Local School Agency?	0
8.	Team Leaders presently teaching or going to teach in the school district in which they trained Interns?	1
9.	As Supervisors?	0
10.	Team Leaders going to teach in other school districts?	0
11.	Other occupations?	0
12.	Male Team Leaders?	0
13.	Female Team Leaders?	1
14.	Typical age of Team Leaders	44
III. UNIVERSITY		
1.	How many special courses designed for Teacher Corps?	8
2.	How many Teacher Corps courses now opened to general student body?	0
3.	How many University faculty participated in Teacher Corps training? **	50
4.	Is the University going to submit a 4th Cycle Teacher Corps Proposal?	No
IV. SCHOOL DISTRICT		
1.	Number of schools served by Teacher Corps?	2
2.	Elementary?	2
3.	Secondary?	0
4.	Number of Urban Schools?	2
5.	Number of Rural Schools?	0
6.	Qualifying data for all schools percentage of poverty.	9%
7.	Congressional District Number 36	

**** 50 different individuals including professors of elective courses**

***Mrs. C. Millar was in Escondido program one year and Santee program one year. Statistics above do not include Mrs. Millar**

3.0 Evaluation

This section of the report will deal with objective assessment of the professional knowledge, teacher attitudes, and general attitudes of corpsmen in Teacher Corps II. The study concerns TCII status at the conclusion of the program as well as the extent and the direction of changes that occurred during the two-year program. In various aspects of the study TCII data are compared with national norms, with San Diego State norms, and with data from Teacher Corps I, data from a sample of students in the regular teacher-education program at San Diego State, and data from a sample of teachers experienced in teaching the disadvantaged.

Two supplementary studies also are reported; one a study of the liberal-conservative attitude change in corpsmen; the other, an experimental study involving interaction analysis of the effects of lecture, discussion, conferencing, and video-tape viewing upon corpsmen's use of direct and indirect methods in their teaching.

3.1 Achievement of Knowledge in Professional Education.

To objectively measure TCII's achievement of knowledge in professional education, the Graduate Record Examination, Advanced Education Test was administered as a pre-test in October, 1967 and as a post-test in February, 1969. The resulting data are analyzed and illustrated in Tables 1-3 and Figures 1-3. The standard score gains represented in Figure 1 are statistically significant at the .01 level for 8 of the 11 corpsmen. The other three members of TCII made smaller gains that might occur due to chance errors of measurement in more than 5 instances of 100 trials.

The same illustration, Figure 1, also shows that 10 of the 11 corpsmen exceeded the national median and 8 of the 11 (almost 75% of the group) are in the top 20% of the national norm group. Therefore, compared with national norms, TCII has excelled in the attainment of the content of professional education. In this respect, TCII exceeded TCI by about one-half a standard deviation at the median, see Table 1.

Figure 2 and its accompanying Table 2 show the percentage of correct scores earned by TCII on subsections of the GRE.[1] Since the pre-test,

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[1]At San Diego State, the items on each form of the GRE are classified to yield subscores that can be used as one element in advising students and in assessing the achievement of objectives in the subject areas of: history and philosophy of education, curriculum, educational psychology, measurement and research in education, growth and guidance, and teaching methods. On these subgroupings local norms have been developed.

and post-test were different forms of the GRE (Forms OGR and PGR), the relative difficulty of the items is not known. However, unless one accepts the unlikely assumption that all sections of the post-test are composed of items of comparatively low difficulty, he must conclude that the gains in percentage of correct scores of TCII are impressive - they are also statistically significant at either the .01 or the .05 level for all sections other than that of teaching methods.

The GRE sub-test scores were also analyzed to determine TCII status and gains in relation to norms for graduate students in the School of Education at San Diego State.[2] This analysis, shown in Table 3 and Figure 3, supports the conclusion that TCII as pre-tested by the GRE was inferior to the local norm group. Their pre-test median was below the 20th percentile in four areas, and below the 40th percentile in the other two. However, on the post-test, the TCII median exceeded the local norms by a wide margin in all six areas. The greatest percentile gain was scored in educational psychology and learning wherein the TCII median moved from the 6th percentile to the 85th. Thus, the GRE provides evidence that the majority of corpsmen have achieved a relatively high level of knowledge of the subject matter of professional education.

3.2 Attitude Status and Attitude Change of TCII

Study of the attitudes of corpsmen in TCII was conducted in four phases:

1. Analysis of Minnesota Teacher Attitude Inventory scores based on the official key for that test.

2. Analysis of scores on the MTAI keyed to the responses of a sample of local teachers experienced in teaching the disadvantaged.

3. Analysis of responses to a TC Opinion Survey keyed to the objectives of the teacher education program at San Diego State (as judged by the majority of the TC staff).

4. Analysis of responses to the TC Opinion Survey keyed to the responses of a sample of local teachers experienced in teaching the disadvantaged.

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[2]All of the local norm group are individuals seeking to be accepted as candidates for the MA degree in education. Most of the group are teachers in service. They usually have earned 20 to 30 units of basic professional education credit in their pre-service course work, which for many was taken several years prior to the GRE testing.

Although none of the studied differences are statistically significant the observed inferiority of scores of the local sample of superior teachers led to the tentative conclusion that the Inventory norms were inappropriate when applied to a group of teachers employed in schools located in areas of deprivation.[3] This feeling led to the second phase of the attitude study.

In the second phase of the attitude study, a new MTAI key was built to fit the responses of the local sample of experienced teachers. In building that key, a score of plus one was earned by each item response that coincided with any of the choices made by 14 or more of the 18 teachers in the sample, and a score of minus one was given to each item-response differing from that of the 14 by more than one category. Items that could not be keyed at the .05 level (14 of 18) without including contradictory responses were disregarded. The resulting inventory included 115 of the original 150 items.

Scores based on the local key are illustrated in Figure 7 and the accompanying table. These data indicate that the responses of corpsmen in TCII differed greatly from those of the local norming sample (significant at the .05 level for randomly drawn samples). Teacher Corps I remained more homogeneous in score than TCII and again exceeded TCII at the median. On the new key, the scores of the sample of San Diego State education students generally exceeded the scores of TCII ($.20 > P > .10$ for random samples).

It is evident that in responding to the 115 items in the reduced inventory, TCII differs a great deal from the local norm group of experienced teachers and from the sample of teacher education students in the regular program at San Diego State. However, one-quarter of the sample of experienced teachers registered scores on the new key directly comparable to the scores of the lower half of TCII. This observation, again reinforces the generalization that some successful teachers differ greatly from the majority in attitudes as well as in other attributes.

3.3 Attitudes Measured by the Teacher Corps Opinion Survey.

The third and fourth phases of the study of TCII attitudes made use of the expensive Opinion Survey circulated in 1967 from the national headquarters of Teacher Corps. That instrument was administered to corpsmen at the beginning and at the conclusion of their program at San Diego State. The Opinion Survey was also answered by the 18 experienced teachers selected as successful teachers of disadvantaged students. In addition, the Teacher

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[3] The researcher recognized that his samples were not randomly drawn, and consequently the statistics of inference are not entirely appropriate. Nevertheless, he applied the t-test and the Mann-Whitney U-test to the scores and found that the observed (or greater) differences could have occurred more than 5 times in 100 random samplings from a population in which the null hypothesis is true. Therefore, no generalizations beyond the studied samples are either merited or implied.

Corps staff at San Diego State rated each item according to their individual opinion of its merit as an objective of the teacher education program. Items receiving less than a majority rating of high value were dropped from the instrument. Two keys were developed for the approximately 90 items remaining. One key was composed of the Teacher Corps staff's majority opinion of the responses most desirable in a teacher of the disadvantaged. The second key was based on the actual responses of the 18-teacher sample.[4]

Tables 10 and 11 contain a summary of the scores based on the two keys. These data show that at the time of entering the program, the median corpsman reported possession of 58 percent of the attitudes the Teacher Corps staff believed to be desirable. At the completion of the program, that percentage of agreement had diminished to 49 percent. Of the 10 corpsmen for whom there was complete data, seven registered changes in attitude in a direction contrary to that sought by their instructors, two corpsmen showed changes considered desirable, and one remained unchanged in his reported attitudes.

Likewise, the median change in attitude by corpsmen during the two-year program was toward lower agreement with the attitudes reported by experienced teachers of the disadvantaged. In October, 1967 the median corpsman reported 83 percent agreement with the attitudes of the experienced teachers, but in May, 1969 the amount of agreement had dropped to 75 percent. Only three corpsmen moved closer to the positions held by experienced teachers, while one remained stable, and six moved farther away. The difference observed failed to be statistically significant.

Further analysis showed that at the conclusion of the Teacher Corps program, the median corpsman reported strong disagreement (more than one category removed from the keyed position) with experienced teachers on 5 percent of the items and strong disagreement on 15 percent of the positions thought desirable by the Teacher Corps staff. Comparisons of the differences in percentage of TCII agreement and disagreement with the two keys must be made with extreme caution because the staff responses were far less variable than those of the experienced teachers - resulting in narrower bands for agreement on the staff scale.

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[4]The majority of the survey items are five-choice: strongly agree, mildly agree no opinion, mildly disagree, strongly disagree. The key was developed to fit the responses of at least 14 of the 18 members of the sample. Items were disregarded in the case that the responses of 14 teachers spread over contradictory opinion.

Attitudes Measured by the MTAI

The first phase of the attitude study was concerned with five questions:

1. MTAI norms for graduate students in education?

2. MTAI scores of TCI measured at the conclusion of their program?

3. MTAI scores of a sample of graduate students in the regular teacher education program at San Diego State?

4. MTAI norms for experienced elementary teachers?

5. MTAI scores of a sample of local teachers experienced in teaching disadvantaged students?

The pertinent data for Teacher Corpsmen II and the comparison groups were obtained by administering the Minnesota Teacher Attitude Inventory, Form A. The measured sample of students in the regular teacher education program at San Diego State was a class of 26 seniors and graduates considered to be "fairly typical" by their instructor, a regular faculty member at State and an enthusiastic staff member of the TC program. The experienced teacher data are the MTAI responses of 18 local deprived-area teachers identified by Teacher Corps team leaders as successful teachers of the disadvantaged. With the exception of data for TCI, obtained in May, 1968 all measurements were made in the months of May and June, 1969. The resulting data are illustrated in Figures 4-7 and the accompanying tables.

These data reveal that the MTAI scores of corpsmen in TCII, in general, are below the Inventory norms for graduate students in education. The TCII median is about one-half standard deviation below the norm. About 70 percent of the norm group exceed the TCII median, whereas, less than 30 percent of TCII scored higher than the median of the norm group (Figures 4 & 5).

The MTAI scores of corpsmen in TCII are somewhat closer to the Inventory norms for experienced teachers. In this comparison, the TCII deficit at the median is about one-sixth of a standard deviation. More than one-third of TCII exceed the norm group median, but almost two-thirds fail to reach it, (Figure 6).

The MTAI scores of TCII are more variable than those of TCI. They exceed that comparison group at Q_3, but fall below at Q_1 and at the median. The figures and tables further reveal that TCII attitude scores at the median and in the lower half of the distribution are almost identical with the spread of scores of the sample of education students at San Diego State. The highest quarter of this comparison group, however, exceeds the top score made by corpsmen in TCII. On the other hand, the MTAI scores of the local sample of experienced teachers tends to be inferior to the MTAI scores of TCII. More than 75 percent of the corpsmen exceed the median of that comparison group.

To be precise, the opportunity for disagreement on the staff scale was 157 percent of the opportunity for disagreement on the experienced teacher scale. Nevertheless, both the direction of the change of attitudes of corpsmen and the size of the discrepancy between corpsmen response, and the staff's opinion of the most appropriate responses are facts that merit further study.

3.4 Supplementary Studies

Extensive data on both Teacher Corps I and Teacher Corps II are available for further study by graduate students and faculty at San Diego State. Two such studies have been concluded.

Change in Corpsmen Attitudes on a Liberal - Conservative Scale.

A graduate student, Eugene Ernst, under the direction of a faculty member conducted a study of liberal - conservative movement in the attitudes of corpsmen in TCII. Change from pre-test to post-test was measured on a subscale of 21 items selected from the Teacher Corps Opinion Survey. On that scale, yielding a score of 21 for the most extreme liberal position, a score of 63 for the neutral position, and a score of 105 for the most extreme conservative position, the corpsmen of TCII, in October 1967 ranged from 38 to 66 with a median of 54. On the post-test, in May, 1969 the corpsmen scores ranged from 36 to 72 with a median of 48.

Thus, this study found that the nine corpsmen for whom data were complete registered moderate or moderately liberal views on both the pre-test and the post-test measurement. The movement of median attitude score during the two-year period was slightly toward the more liberal position. Six corpsmen made changes in the liberal direction, and three changed toward the more conservative point of view. The hypothesis that the group would become more homogeneous in liberal - conservative attitude was rejected.

Use of Indirect Teaching Methods.

During the spring semester of 1969, Dr. James Retson, a regular member of the San Diego State instructional staff, conducted a pre-test post-test, single - group experiment to describe the possible effects on teacher-pupil interaction of four hours of lecture-discussion plus one hour of viewing of video taped lessons combined with individual conferencing.

In February, 1969 video tapes were made of corpsmen while each was teaching at his respective school. On the day that the tapes were made, they were viewed and discussed by the corpsman and his supervising teacher. The corpsman subsequently, attended four one-hour lecture-discussion sessions devoted to the topic of social-emotional climates in the classroom and the measurement of those climates by analysis of verbal behaviors. In addition,

each corpsman was invited to view his tape again - this time jointly with the researcher and to discuss with him ways in which to become more indirect in teaching. Eight of the eleven corpsmen accepted the invitation. Then, in May, 1969, video tapes were again made of each corpsman in the act of teaching his assigned public school class.

The February tapes and the May tapes were studied by use of Flander's Interaction Analysis. February to May changes in I/D ratio, i/d ratio, and in the amount of student-initiated talk were measured for the eleven corpsmen. In each of the three statistics, 8 corpsmen made gains and 3 scored losses. Thus, the results of the experiment failed to be statistically significant, but they do provide evidence that between February and May, the majority of these corpsmen registered gains in their ability to:

1. Use indirect rather than direct statements in their teaching (I/D ratio).

2. Use indirect rather than direct statement to give emphasis to motivation and control (i/d ratio).

3. Use techniques that increase the amount of constructive pupil-initiated talk in their classrooms.

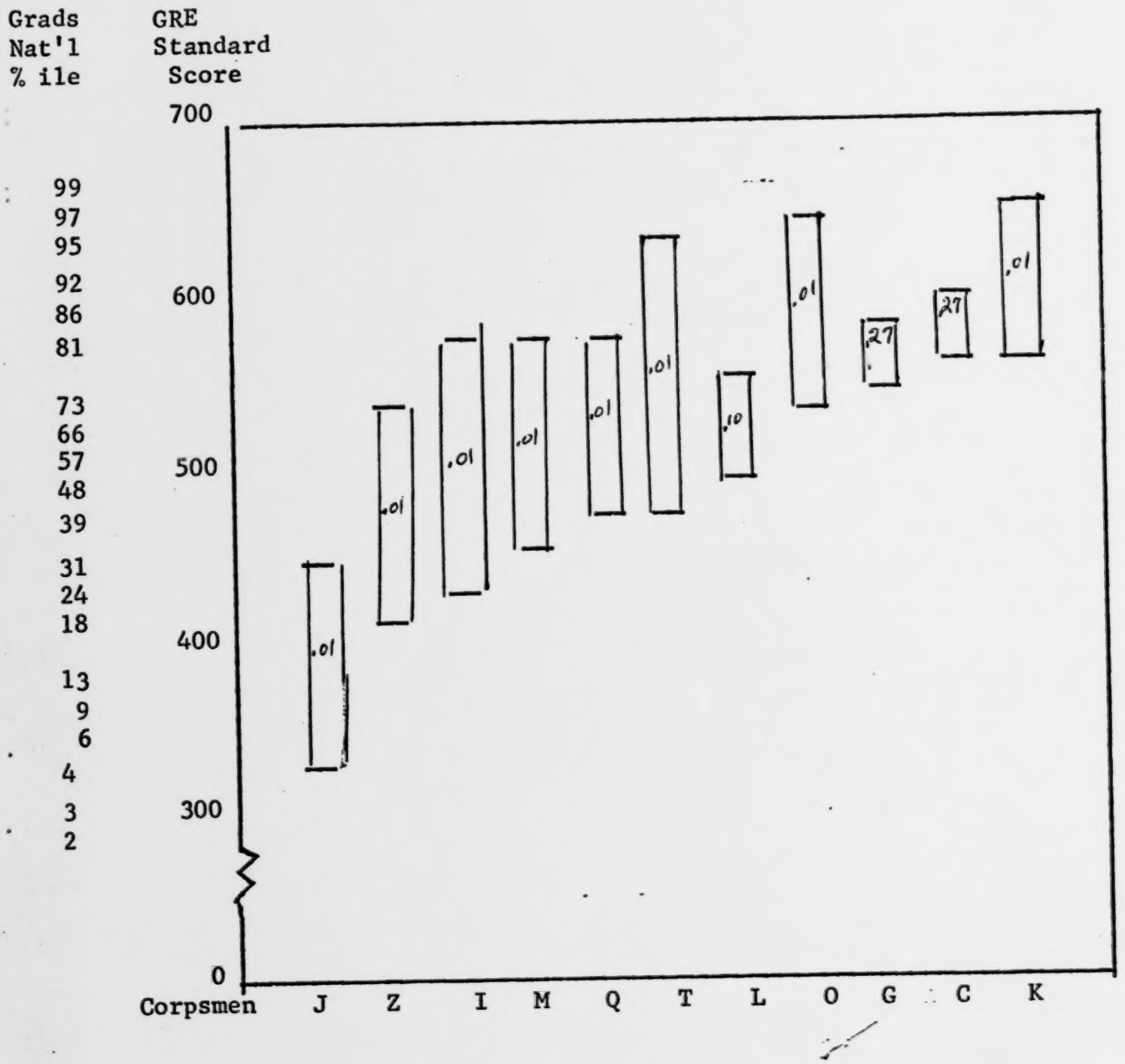

Figure 1. Statistical Significance and Size of GRE Advanced Education Gains Scored by Individual Corpsmen Tested October, 1967 and February, 1969.

Table 1

Distribution of Standard Scores and National Norm Percentile Ranks of Teacher Corpsmen on the Graduate Record Examination Advanced Education Test Taken Near the Completion of Their Teacher Corps Program at San Diego State

	TC II		TC I	
Score	Standard Score	Graduate Student Nat'l %ile	Standard Score	Graduate Student Nat'l %ile
Top	650	98	670	99
Q_3	630	96	590	89
Median	570	83	530	70
Q_1	550	77	480	48
Bottom	440	31	410	21
$\bar{X}$	575	84	534	70

Table 2

Distribution of Teacher Corps II Pre-Test and Post-Test Percentage of Correct Scores on GRE Sub-Sections Classified According to Content Tested

% Score	History & Philosophy Sub-Test		Curriculum Sub-Test		Ed Psych Learning Sub-Test		Measure-ment & R Sub-Test		Growth & Guidance Sub-Test		Teaching Methods Sub-Test	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Top	.61	.65	.67	.77	.70	.78	.69	.74	.65	.74	.81	.74
Q_3	50	56	54	67	56	74	44	74	65	70	69	66
Median	37	53	46	60	47	70	44	65	54	63	63	63
Q_1	33	49	33	56	44	65	31	61	42	59	50	54
Bottom	9	41	17	46	23	46	25	58	38	56	25	34
N Items	46	85	24	57	43	46	16	31	26	27	16	35

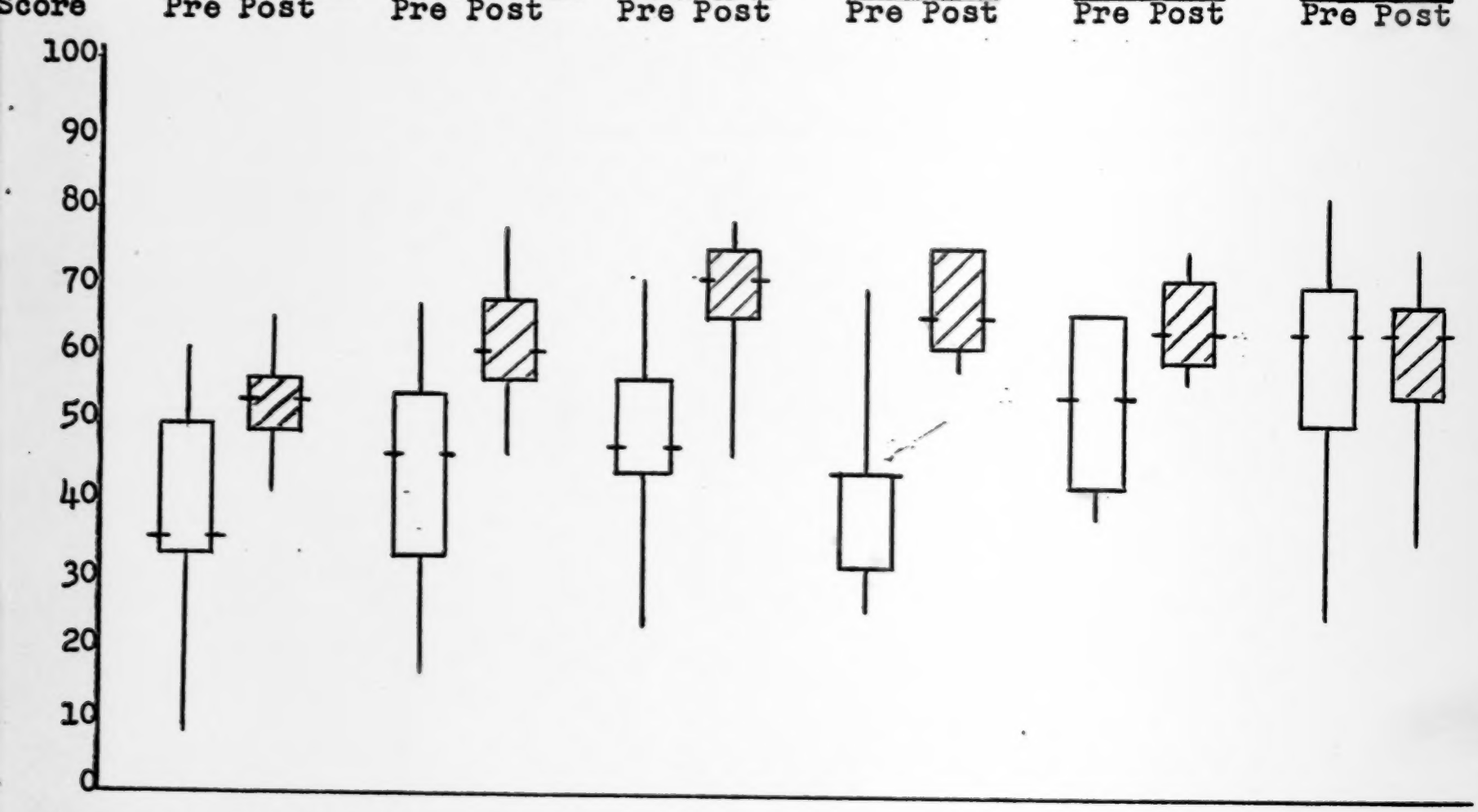

Figure 2. Distribution of Teacher Corps II Pre-Test and Post-Test Percentage Correct Scores on GRE Sub-Sections Classified According to Content Tested

Table 3

Distribution of Teacher Corps II Pre-Test and Post-Test Percentile Rank Scores on GRE Sub-Tests Normed on 120 M. A. Candidates in Education at San Diego State

SD State % ile Score	History & Philosophy Sub-Test		Curriculum Sub-Test		Ed Psych Learning Sub-Test		Measure-ment & R Sub-Test		Growth Guidance Sub-Test		Teaching Methods Sub-Test	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Top	81	98	84	99	75	99	75	95	47	97	86	98
Q_3	58	81	50	88	24	96	19	95	47	92	54	83
Median	14	65	30	59	6	85	19	63	19	72	38	75
Q_1	5	47	4	49	5	70	4	51	2	55	8	38
Bottom	1	16	1	18	1	8	3	42	1	38	1	3
Form	OGR	PGR	OGR	PGR	OGR	PGR	OGR	PGR	OGR	PGR	OGR	PGR

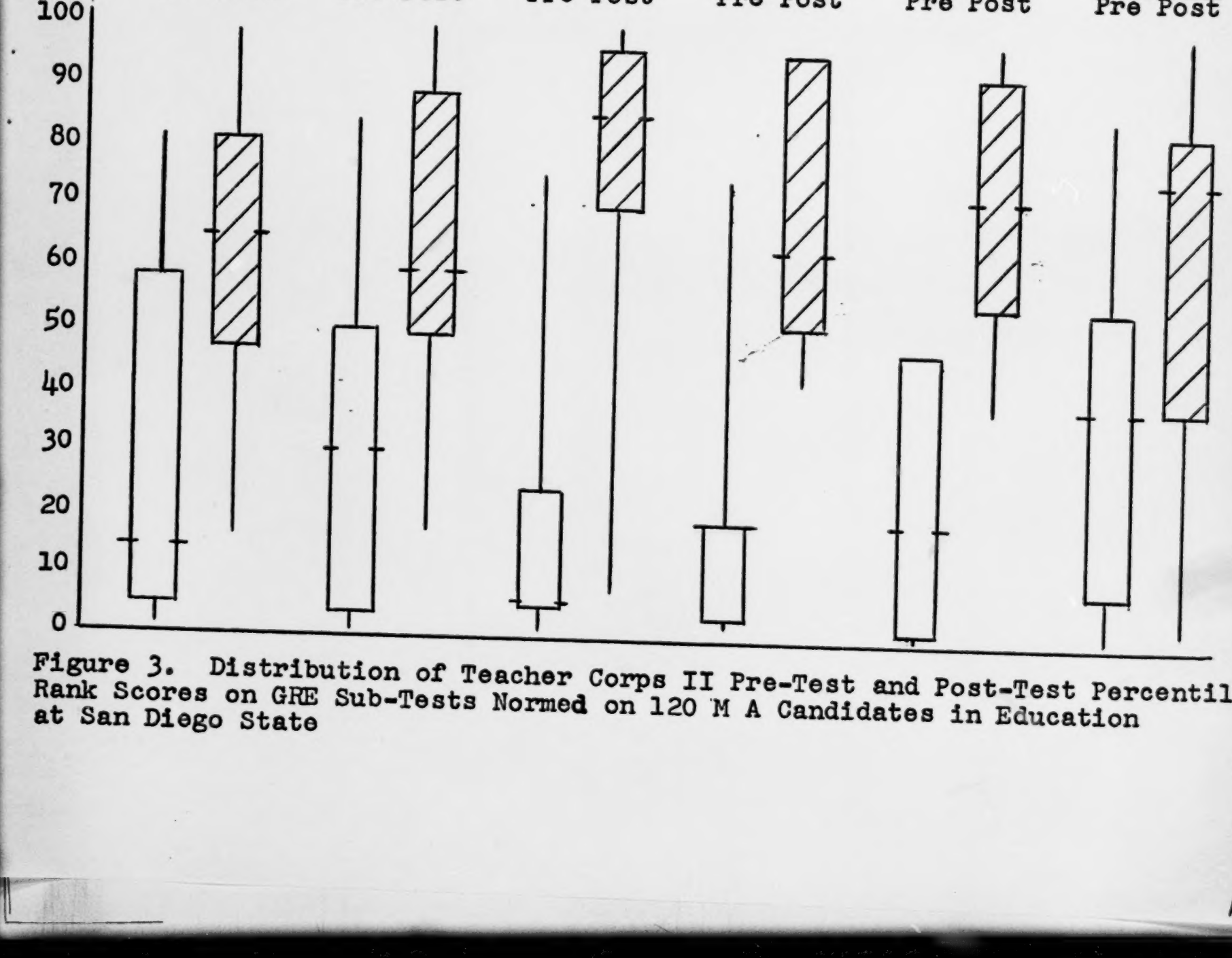

Figure 3. Distribution of Teacher Corps II Pre-Test and Post-Test Percentile Rank Scores on GRE Sub-Tests Normed on 120 M A Candidates in Education at San Diego State

Table 4

Teacher Corps II and Comparison Group Raw Scores on MTAI

Score	TC II (N = 11)	TC I (N = 13)	SD State Student Sample (N = 26)	Exper. Teacher Sample (N =18)
Top	79	84	102	94
Q_3	75	73	80	66
Median	54	62	53	39.5
Q_1	43	45	42	14
Bottom	-12	15	-15	-22

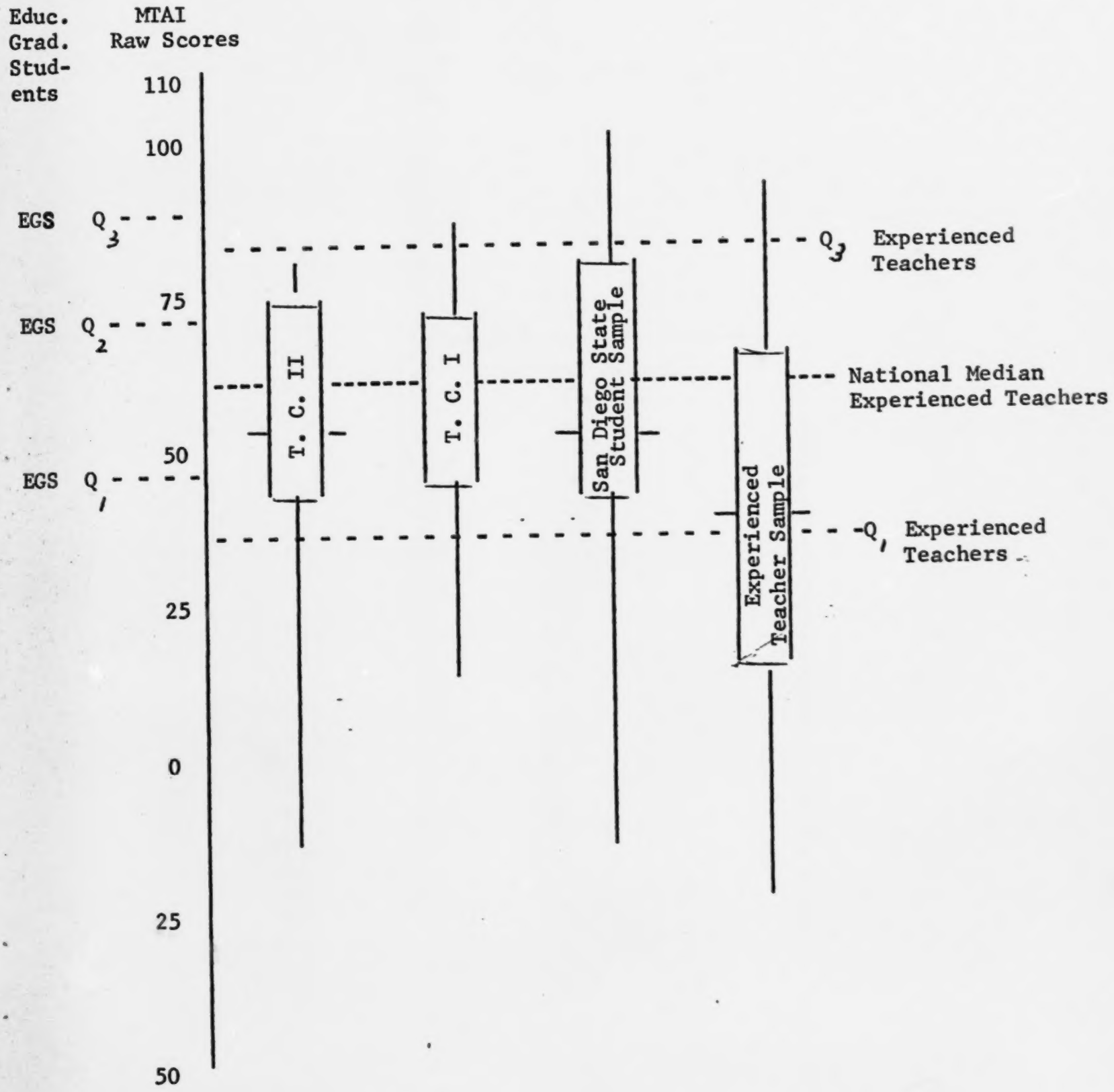

Figure 4. MTAI Scores of Teacher Corps I & II at Conclusion of Program Compared with National Norms and Local Samples.

Table 5

Teacher Corps II and Comparison Group Percentile Ranks on MTAI Norms for Graduate Students in Education.

Score	TC II (M=11)	TC I (N=13)	SD State Student Sample (N=26)	Exper. Teacher Sample (N=18)
Top	60	68	89	81
Q_3	56	53	61	46
Median	33	41	29	20
Q_1	22	24	21	11
Bottom	4	11	3	1

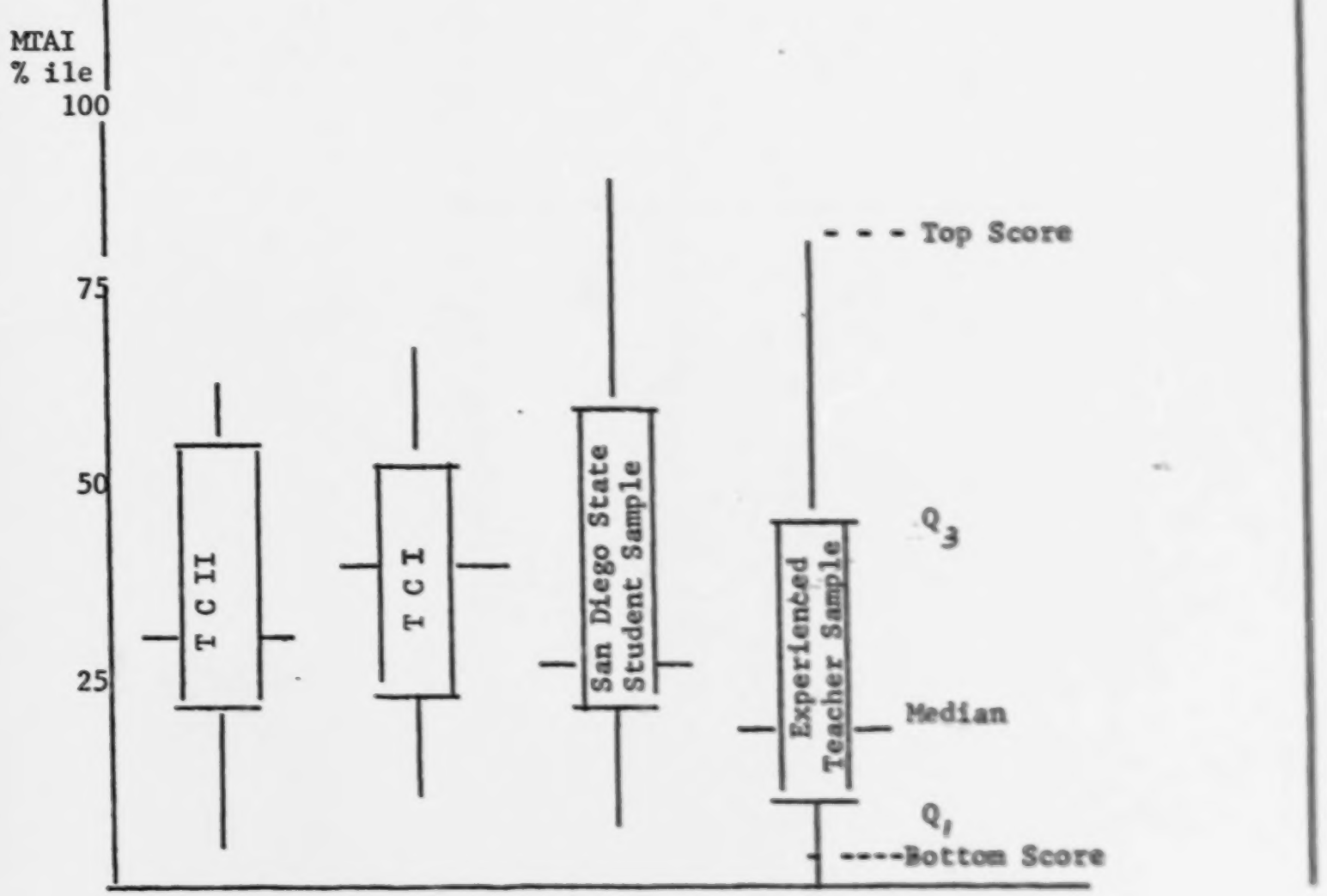

Figure 5. Distribution of Teacher Corps II and Comparison Group Percentile Ranks on MTAI Norms for Graduate Students in Education.

Table 6

Teacher Corps II and Comparison Group Percentile Ranks on MTAI Regular Norms for Experienced Elementary Teachers With Four Years of Training.

Score	T C II (N=11)	T C I (N=13)	SD State Student Sample (N=26)	Exper. Teacher Sample (N=18)
Top	70	77	93	85
Q_3	65	63	72	56
Median	45	52	44	28
Q_1	31	34	30	15
Bottom	4	15	6	5

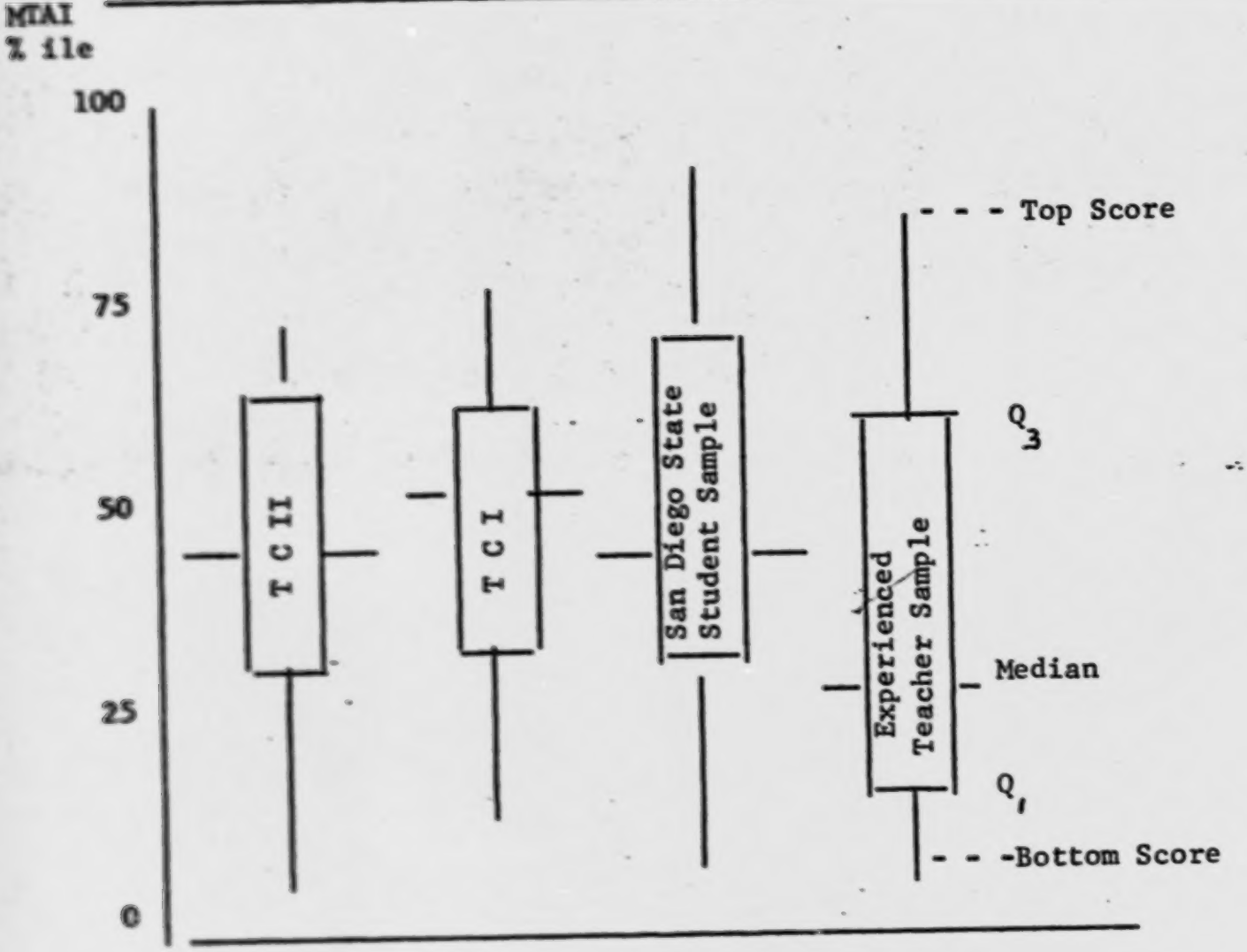

Figure 6. Distribution of Teacher Corps II and Compairson Group Percentile Ranks on MTAI Regular Norms for Experienced Elementary Teachers With Four Years of Training

Table - 7

Distribution of Teacher Corps and Comparison Group Scores on the MTAI Keyed to the Responses of the Local Sample of Experienced Teachers of the Disadvantaged.

Score	TC II (N=11)	TC I (N=13)	SD State Student Sample (N=26)	Exper. Teacher Sample (N=18)
Top	104	97	106	111
Q_3	90	90	96	106
Median	76	82	87.5	93.5
Q_1	61	77	79	77
Bottom	52	62	67	54

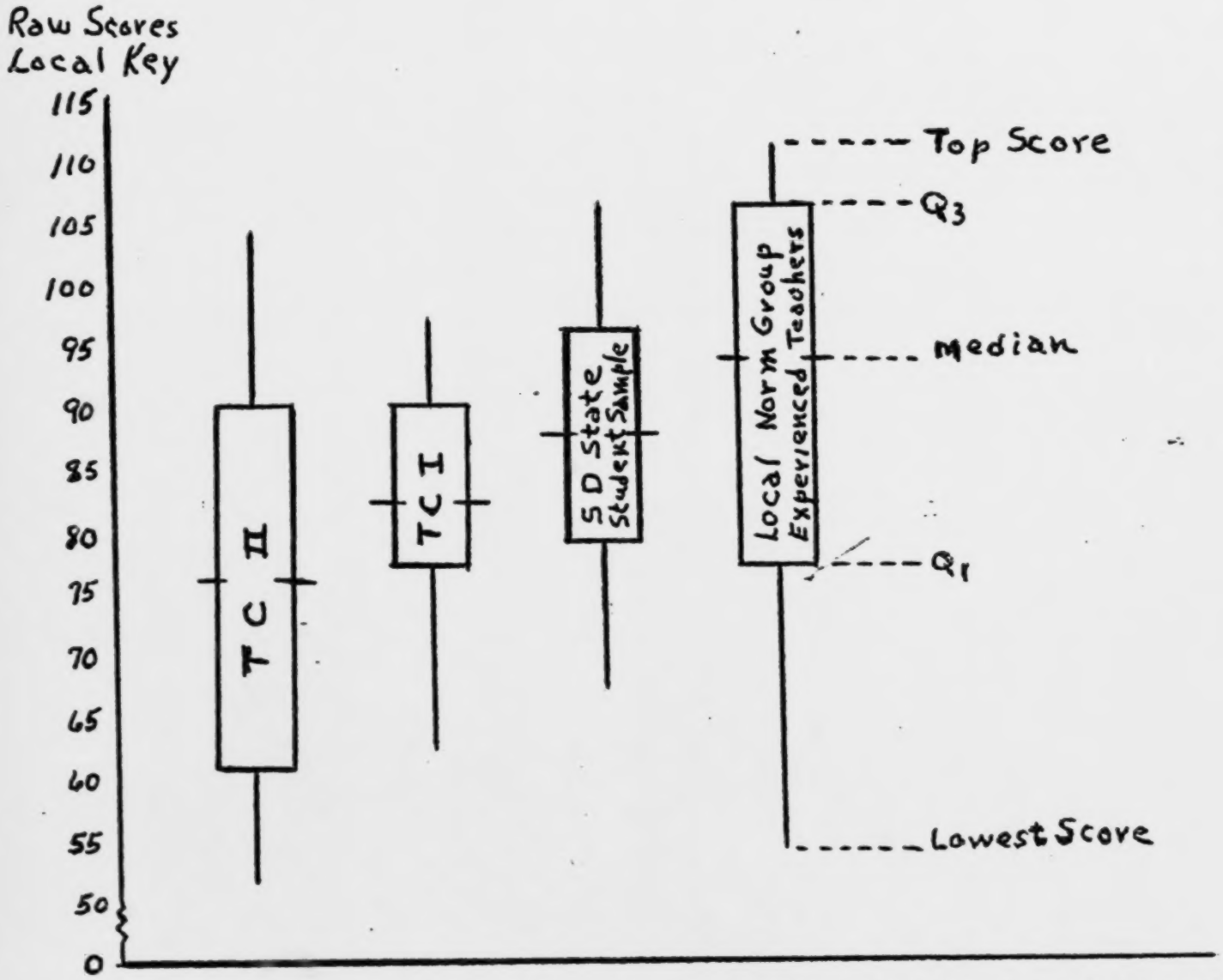

Figure 7. Distribution of Teacher Corps II and Comparison Group MTAI Raw Scores Determined by Key Based on Responses of Local Sample of Experienced Teachers of the Disadvantaged.

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Table 8

Teacher Corps II and Comparison Group MTAI Raw Scores Using Official Key

Statistic	TC II	TC I	SD State Student Sample	Exper. Teacher Sample
N	11	13	26	18
Median	54	62	53	39.5
$\bar{X}$	51.4	56.4	54.1	39.3
Stan. Dev.	25.6	21.3	29.5	33.1
$SE_{\bar{X}}$	8.1	6.1	5.9	8.0
$\bar{X}-\bar{X}_{TCII}$		5.0	2.7	-12.1
t		.5	.3	1.1
Mann-W. U		64.5	131.	72.5

Table 9

Teacher Corps II and Comparison Group Raw Scores on Revised MTAI Keyed to the Responses of a Sample of Successful Teachers of the Disadvantaged

Statistic	TC II	TC I	SD State Student Sample	Exper. Teacher Sample
N	11	13	26	18
Median	76	82	87.5	93.5
$\bar{X}$	77.0	82.4	85.5	90.6
Stan. Dev.	15.2	8.9	14.4	17.4
$SE_{\bar{X}}$	4.8	2.6	2.9	4.2
$\bar{X}-\bar{X}_{TCII}$		5.4	8.5	13.6
t		1.0	1.5	2.1*
Mann-W. U		52.5	91.5	54.0*

Table 10

Scores of Teacher Corps II on the Opinion Survey Keyed to the Teacher Corps Staff Majority Opinion of Attitudes Most Important to the Success of Teachers

Score	Pre-Test		Post-Test		Change in Score Pre-to Post-Test	
	Raw Score	% Score	Raw Score	% Score	Raw Score	% Score
Top	66	73	52	58	6	7
Q_3	55	61	50	56	0	0
Median	52	58	44	49	-5	-6
Q_1	46	51	40	44	-16	-18
Bottom	36	40	37	41	-21	-25
N Items	90		90			
$\bar{X}$	51	57	45	50		

Table 11

Scores of Teacher Corps II on the Opinion Survey Keyed to the Responses of Eighty Per Cent of a Sample of Experienced Teachers of the Disadvantaged

Score	Pre-Test		Post-Test		Change in Score Pre to Post-Test	
	Raw Score	% Score	Raw Score	% Score	Raw Score	% Score
Top	78	93	74	88	10	12
Q_3	72	86	68	81	2	2
Median	70	83	63	75	- 3.5	- 4
Q_1	64	76	57	68	-17	-20
Bottom	55	66	52	62	-21	-24
N Items	84		84			
$\bar{X}$	68	81	63	75		

4.0 Innovations in Curriculum Teaching

4.1 Public Schools

4.1 1 The impact of additional adults in the classroom has made for more effective learning situations and more direct instructions on an individualized basis.

4.1 2 Special programs developed through small group instructors of teacher corp personnel on Black and Brown students in one school, which raises the pride and self image in Black and Brown students involved.

4.1 3 Field trips were initiated by corp members with students to increase general cultural backgrounds of the students, and a better understanding of the community and world they live in.

4.1 4 Specialized programs developed on the basis of the talents of individual corp members i.e., skin diving club, provided increased school-community relationships, better teacher-pupil relationships and helped increase the aspiration levels of the children involved.

4.1 5 The supplementing to the school staff of special talents of teacher corp members enriched the total program. The musical talent of a member would increase effective music programs and special music presentations. Art and science talent strengthened a special program in art and developed a special Art-Science exhibit.

4.1 6 The use of the VTR-Video Tape Recorder for self-evaluation and for supervision was continued and refined.

4.1 7 The Santee team was assigned to a team-teaching school. A plan of differential assignment was tried, and in the case of two interns, was found most valuable. One intern was found to have particular strength in working with small groups of disturbed children. Her final semester was devoted more than half-time to such teaching. A second intern was found to have particular strength in counseling and working with "acting out" children. He spent several weeks working with such a group with some degree of success.

4.2 College

4.2 1 The success of the Teacher Corps Seminar brought about a rather similar seminar in both the elementary and secondary departments. These seminars were for students who specifically requested assignment to inner city schools. They were used to attack problems and develop solutions particular to individual interns. It could be said that the Teacher Corps program was one of the important catalysts

to this new program which will be expanded to more sections in 1969-70.

4.2 2 The use of a single course to develop esthetic skill and teaching abilities of interns in the area of music and art developed--these two areas formerly had been taught independently as separate courses.

4.2 3 An interdisciplinary approach to the study of the problem of the disadvantaged was used. Psychology-Sociology-Social Work and Education are working together to develop understanding of the problems of the disadvantaged by pooling the professional talent of the respective disciplines to make a greater and more global impact on understanding the skills necessary to deal effectively with the learning environment of the disadvantaged.
Not only were Music and Art combined but also Reading and Language Arts were developed as a single course with emphasis on the language development problem of the disadvantaged, so to were Science and Social Science combined into a special course.

4.2 4 Teacher Corp used V.T.R. very effectively in several ways. a) The analysis through self-evaluation of individuals teaching. b) Field supervisor used V.T.R. with the intern to develop their insight into special teaching techniques and their ability to organize lessons and relate to students. This media was also used along with Flanders Interaction Analysis to help supervisor and intern to analize and evaluate the teaching-learning environment.

4.2 5 The laboratory approach to teaching and learning is the only real effective way of developing effective teachers.

5.0 Institutional Changes

5.1 Courses - Teacher Corp has been influential in the development of the following courses:

5.1 1 Elementary Courses
The Social-Psychology of the Disadvantaged
Workshop in Teaching the Disadvantaged
Introduction of the seminar "Teacher Corps Seminar" resulted in the initiation of special seminars for student teachers in inner city assignment in elementary education.

5.1 2 Secondary Courses
Workshop in English as a Second Language
Introduction of the seminar "Teacher Corps Seminar" resulted in the initiation of special seminars for student teachers in inner city assignment in secondary education.

5.2 Patterns - New patterns of teacher education courses were introduced by the teacher corps.

5.2.1 A course in Social-Psychology was introduced.

5.2 2 Ongoing seminars for interns during the entire program provided a resource for problem solving.

5.2 3 Courses were combined to change patterns--Music-Art; Language Arts-Reading; Social Studies-Science.

5.2.4 Teacher Corps instituted the selection of two sections of its undergraduate program to have special assignments, and the special seminar assignment in elementary education.

5.2 5 A similar type of program was designed for two sections in the secondary program.

5.2 6 In both of these programs the students had all their professional education courses together with instructors who were dedicated to, and knowledgeable in, the problems of the inner city.

5.3 Degree Programs

5.3 1 The influence of the teacher corps on degree programs is shown by the recent approval by the Elementary Education Curriculum Committee of a M. of A. program concentration in the area of English as a Second Language. Most teacher corps projects in San Diego have been heavily involved with Mexican/American Education.

5.3 2 San Diego State College's School of Education has always looked upon the Master of Arts Degree as one in which the student has a basic program and elective program. A great deal of professional time is devoted to individual counseling and planning. The Teacher Corps program has led to the expansion of this counseling service.

5.4 Certification

Teacher corps provided the media for San Diego State College to receive from the California State Department of Education the certification of interns for the teacher corps members on a "approved intern program" rather than the regular credential certification normally provided for teacher education students at San Diego State College. At its meeting on May 8th the California State Board of Education adopted a policy indicating its intent of certification of teachers in California on the Basis of an Approved Institutional program. It is impossible to state with any accuracy the influence of the intern program of the teacher corps influence as this action. It probably made some contribution to this new approach to certification.

5.5 New Community Links

5.5 1 New and better communications with school districts and school district personnel throughout the development of programs and carrying out these programs. New links with community programs were:

Bayview Community Center - Perry Elementary
Community Center
Neighborhood House - Chollas Elementary
Community Center
Santee Summer Recreation Program
Southeast Y.M.C.A. Youth Activity Program

Agencies in which interns served in volunteer leadership roles were:

Chollas Community Center
Washington School playground
Bayside Settlement House
Fremont School playground
Dewey School playground
Boy's Club
Chollas School playground
Johnson School playground
Horton School playground
Kennedy School playground
Girl's Club
Neighborhood House
County University Hospital
Hillcrest Receiving Home

5.5 2 The Teacher Corps has shown the value of ties to the school community, however, with students working toward degrees, fulfilling academic majors and professional training. It has not been feasible to develop a planned community involvement in our basic programs, however, many social minded students have been so involved on a volunteer basis with such agencies.

5.6 Admission Requirements

5.6 1 The Teacher Corps and many other factors have brought about a renewed attempt to recruit members of minority groups for entry into the teaching profession.

5.6 2 During the past year the School of Education has adopted a policy statement that was originally the philosophy of the teacher corps as the corps was established at San Diego State College. This policy provides that students with "compensating abilities and special talents" should be admitted to the School of Education even though they do not meet the admission requirements. In addition, the School of Education has been able to work with the Graduate School at San Diego State College to admit students to regular graduate standing without having to meet the minimum G.P.A.

of 2.5 or the minimum G.R.T. score of 950. This has been done on the basis of the quality of work shown by the individual through service with the Teacher Corps.

5.7 Administrative Policies

5.7 1 The administration of the School of Education has always emphasized two ideas in teacher education:

1) a laboratory approach
2) respect for the individual

The Teacher Corps program has reinforced these ideas. Our advising system is aimed at the second point.

5.7 2 The Teacher Corps major contribution in terms of administrative policies has been one of providing the agent for the various departments of the School of Education to review the administrative policies and organization in terms of the changing educational and social needs of the educational community served by this institution.

6.0 Community

The section dealing with community is divided into the following three areas: (1) community descriptions, by the elementary school interns, (2) time periods which consist of pre-service, and in-service first year, interim summer, and in-service second year, and (3) suggestions for improvement.

6.1 Community Descriptions

6.11 Chollas School Area, written by John Dwyer, Intern.

I chose as my community for study the Chollas Elementary School District, bounded by 47th Street, Highway 94, Wabash Boulevard, and a ravine running in an east-west direction approximately one-half mile south of Market Street. The district has a low population for its area, owing to large unpopulated area (two cemetaries, land cleared for a new freeway and ravines.)

I made no neighborhood canvas. Using the ethnic breakdown of five classes of children at Chollas, I arrived at the following figures: Negro 65%, Mexican/American 25%, Oriental and South Pacific 5%, and Anglo 5%. Discarding one class which seemed most at variance with the others, the figures are 72%, 20%, 4% and 4%. Outside of a high proportion of Navy personnel, perhaps 10% of the male working force, no occupation seems to predominate. A number of homes have no fathers, and many siblings have had different fathers.

The "representative education background" here is hard to determine. Approximately one-third of the parents I have come in contact with at P.T.A., open house, home calls, and informal meetings when picking up children at their homes seem to be functioning at a low educational level. At P.T.A. meetings however, I have met with many well educated parents. The Chollas District includes both lower and middle classes, with the hard

core poverty areas west of Wabash and the more middle-class families living east of 47th street, both areas are outside the district. Leisure time is usually spent visiting relatives and friends. Balboa Park and the Zoo, judging from children's conversations, are the most popular but infrequent outings. The beaches are seldom mentioned. The district does not contain a park and is situated near the harbor. Neither beaches nor parks are within walking distance. Buses operate to and from the center of the city, but not directly to the beaches or park. The children's recreation is mostly street play, although there is a Little League, a recreation program at Chollas Elementary School, and at the Neighborhood House, and swimming at the Y.M.C.A. pool. This latter facility is a mile away and the fare is 25 cents. The cost and distance effectively restrict its use. Most of the writer's efforts were concentrated on locating available services within the community. Probably the best source of services is the Chollas Neighborhood House, which is the center for the Community Action Program, classes in Spanish, English, Afro-American culture, a center for a senior citizen's organization, and a job placement agency - of limited effectiveness. Other principle sources of services are the churches. The most popular churches are Bethel AME, Bethel Baptist, Calvary Baptist, Chollas View Methodist, and Kingdom Hall Jehovah's Witnesses. The major Catholic churches are both outside the district, as is Muhammed's Mosque. Most of these churches are engaged in social welfare projects, several offer schools (University of Islam and Chollas View Saturday School) and all are important in the community's social life. Negro academic sororities and fraternities provide some scholarships and activities such as an annual Deb Ball. A mothers' club located outside the district attracts some membership and offers a chance for self-expression and social life. Municipal bus lines, as mentioned previously, run to and from the downtown area at half-hour intervals, making it difficult to travel.

A bookmobile provides only a poor substitute for a local branch library. The welfare department is convenient, but the State Department of Employment Office is downtown.

Medical facilities are available for most at a clinic which is an hour-long ride on a bus, but only about ten minutes by automobile. The San Diego Urban League helps to place some in jobs and pursues complaints of discrimination. The nearest large food store is one-third of a mile away, while the local stores are small and the prices are high. The nearest Y.W.C.A. is in the adjoining community of National City. Groups such as "Dads Now" and Archie Moore's "Any Boy Can", provide services such as chaperones, a very limited amount of job training, swimming parties and outings. The Dads Now group plans to operate a shuttle bus from Chollas Elementary School to the Southeast Y.M.C.A. Negro business and professional women offer Deb Balls, with classes in grooming and charm as part of the event. Day child care is available in Logan Heights and at St. Paul Methodist Church, but facilities are limited, distant, and seldom used.

Based on knowledge and surmise are the following generalizations: The Chollas community is without a real center for recreation, socializing, or shopping. The War on Poverty and other government programs have not been felt in this area. The physical aspects of the area are depressing with shabby and vacant business offices, rubble and weeds covering blocks where a highway is to be built. Two relatively new clusters of buildings are already in need of major repairs, due to the cheapness of construction. There is little grass outside of the cemetaries. A relatively high degree of community mindedness and social interaction is found among the more affluent Negroes, but very little filters down to the impoverished. The Community Action Program does not seem to have generated leaders or a sense of progress. In short, it is a community only geographically, and soon the new freeway will cut it in half.

Finally, a word about community attitudes toward the school, I find much idealization of the school, much hope placed on education as perhaps the means of "making it". Parents seem anxious to further the school's purpose at home, but feel somewhat inadequate in educating and controlling their children. Thus they tend to exhort the school to discipline their children and make them work, or silently hope for the same thing. They are hesitant about appearing before school personnel, due both to self-consciousness and to resentment about the cold and aloof manner of some teachers and administrators. However, they desire knowledge about how their children are doing and behaving in school, perhaps more anxious about the latter. A less common theme in parent attitudes is the suspicion that the school doesn't have much hope for the children, that the teachers don't try to make children behave, or that perhaps the school scapegoats certain children. The fact that this hope is mingled with suspicion and with a heavier concern for behavior than for achievement reflects a tragic underlying defeatism, for the parents sense that their children won't "make it" and thus, hopefully, will at least be "good niggers".

The child I have chosen for a case study is too much of a problem for me, even if I knew the community well. In general, however, even such a superficial knowledge of the community is useful to the teacher. For example, communication with parents should be begun early and initiated by the teacher. Every effort should be made to erase the parents' self-consciousness and to enlist their aid in educating the children, both for the children's and the parent's sakes. One must realize that an uneducated mother struggling to make ends meet for a large family is in no position to do much to help educate her children. Also, even allowing for my cultural bias, I think it is safe to say that these children find their neighborhood unpleasant, and some find their homelife equally distasteful. If one can provide a fairly enjoyable atmosphere in the class, the children will become oriented toward school, perhaps even more so than the

middle-class youngster with his lawns, parks, and Boy Scouts. Of course, studying the neighborhood leads to the conclusion that these children are "disadvantaged", with changes in teaching necessary. But also a knowledge of the community leads to the conclusion that the same motives that prompt one to become a teacher of the disadvantaged also urge one to become active in changing the community itself.

6.12 Escondido School Area, written by Carolyn Church Millar, Intern.

Escondido is a rapidly growing community located 30 miles north of San Diego and 13 miles inland from the ocean. The valley is almost completely surrounded by mountains and hills; thus, it received its name which is Spanish and means "hidden".

The population of the city is some 28,000 residents within the city limits, a vast change from the 6,540 population recorded in the 1950 census. This population expansion has brought about a change in the function of Escondido. It is becoming more and more a suburban residential community and is serving as the place where people and families live rather than necessarily the place where they work. Some generalizations may be made about the changing community:

1. Expansion has been to the north and east, due to the fact that terrain was relatively flat, rather than in a concentric pattern.
2. A high percentage of low income families have moved into the central business district and its surrounding areas.
3. The very highest quality residences were, for the most part, located on the rolling hills surrounding, but outside, the urban area.
4. Escondido had a wide range of residences, but the poorer quality types were predominant.
5. The majority of the people lived in single-family dwellings.
6. Apartment buildings were limited in number and concentrated to the east of the central business district.

A high percentage of the town's low-income Anglo-Americans reside in Central School's boundaries. It is the oldest section of a growing community and has the oldest buildings. The Mexican-American population at Central is increasing as much as 10% per year. The school is absorbing children from Mexico who speak no English. Parent participation both Mexican-American and Anglo-American in educational programs at Central is much less than at the other schools. This is partially attributed to the lack of English spoken by the Mexican-American parents and their feeling of inadequacy with the language. The low income Anglo parents are also reluctant to participate in school sponsored activities. Achievement is

lower than at other district schools. This fall Standord reading tests were given and the mean scores were as follows:

2nd grade - 5 months below national norms
3rd grade - 7 months below national norms
6th grade - 1 year and 6 months below national norms

Hence, there are many children in the upper grades reading 2 to 4 years below grade level. There are 40 identified educable mentally retarded children in the building who are in regular classrooms. In general, the teachers feel that at least ½ of these are not retarded but appear so because of language or cultural background handicaps, and the teachers have been reluctant to have them placed in the district EMR program.

The student turnover is very rapid. There are months when as many as 44 new students enroll and 29 or more leave.

School halls are noisy and in general the plant is much less attractive than newer schools. Total enrollment K-6 at Central is 750. Of those 750 students, 60% poverty, 20% on Aid to Dependent Children, 48% second language, 50% annual turnover, no dropouts, 52% Western European derivation, 48% Spanish speaking, and 2 are Negro students.

In 1962 the Escondido and adjoining communities of San Marcos and Valley Center Labor Market estimated 10,200 of their 43,000 population were employed in the following categories:

Agriculture and Forestry	3,600
Construction	750
Manufacturing	950
Transportation, Communication and Utilities	350
Wholesale and Retail Trade	2,100
Finance, Insurance, and Real Estate	250
Service	1,100
Government	1,100

Food Manufacturing Employment:
Low - 150 to 250 (August-September)
High - 500 to 600 (April - May)

Of the 10,200 people employed, 6,120 were men and 4,080 were women.

The city of Escondido, because it has grown so rapidly, does not have nearly the facilities that it should. It is constantly expanding and trying to keep up

with the population, but it is still behind the times. There is one general hospital with a bed capacity of 132; there are 37 physicians and surgeons; 17 dentists; 2 convalescent homes; 13 elementary schools; 2 junior high schools; 4 high schools; 1 junior college (six miles distant); adult education available at the high school and college; 2 libraries; 1 radio station(AM); 2 lakes nearby (5 miles); 1 post office; 1 Boys' Club; 1 Girls' Club; 1 Y.M.C.A. and beaches and mountains within half an hour's drive from the city. Transportation is limited to Yellow Cab, Greyhound and Oceanside Transportation System from Escondido to the coast.

From careful observation, one can conclude that the townspeople do not take advantage of these facilities to any great extent. There is only one walk-in movie house that, although very inadequate, manages to remain solvent by playing fairly old movies six nights a week and Mexican shows each Sunday. Teenagers in town have a hard time finding constructive activities, and this situation has caused quite a few problems. The middle-class citizens make use of the golf course, bowling alleys, and other recreational facilities, but it is the Mexican-American and low-income families that can find little to do in their few leisure-time hours. There is much participation in church related activities, but educational functions continue to fail, probably due to the fact that the representative educational background is much below a high school diploma.

For the most part, the conservative and disinterested segments of the population are the most common political and social influences. On the one hand, Escondido has most subtly fought against any Negro immigration into the area, however it has never openly expressed prejudice toward either the Negroes nor toward the Mexicans, and yet to this date there are only one or two Negro families in town and there are very few well-accepted Mexican families in the community leadership.

Moreover, it has been a great struggle to get people out to vote for elections and school bonds. However, when they have voted, they have been hesitant about approval of bonds and tax overrides. Time after time, bonds have failed to pass, and the schools have suffered.

Many feel that Escondido is a good place to raise a family, as it is close

enough to a big city, yet it can retain much of its country atmosphere. The hustle and bustle, noise, riots and general confusion of the big city are not present, and a friendly atmosphere prevails. These are somewhat true statements, but from my standpoint, that of a native citizen of the town, I am at the point where the community fails to meet my needs. To the youth it presents an unrealistic view of the world. It offers little cultural or intellectual challenge, nor wholesome physical and social activities.

These are the areas which the society must begin to alter, and the school, being an important and influential facet of that society, must also take an active part in its change.

6.13 Perry School Area, written by James Whitlock, Intern

The people who live in the Bayview community have some special as well as conventional problems. One is an acute shortage of money. This census tract has more families making less than $3,000 per year than any of the census tracts in San Diego except one - but it has the largest member per family average in the county.

The median education is 12.2 years and unemployment is practically non-existent, but the families are so large that the mother very seldom works outside the home. Also, the age group of this community is quite young, over half are under 21. The community members are highly transient, due to their military assignments, and to the fact that families seek better housing. Perry School has a 50% annual turnover. The size of the families make it difficult for them to take advantage of some of the local services. Travel to the Navy Exchange takes most of the morning, and to the commissary takes even longer. Use of the medical services require an entire day. A young mother has difficulty providing for her pre-school children when she needs to avail herself of the various naval facilities. The biggest problem for her is the absence of the father for long periods of time. During his absence the family stays near home, and the children seldom get to the zoo, the beach, or even

the movies on the base. When dad comes home, they often take the children out of school and spend a month or so visiting their own home town which is most often out of the state. The parents feel very little commitment to their temporary quarters or to the school their children attend. Often they look on it as just another Navy service, rather than a public school.

6.14 Santee School Area, written by Gene Ernst, Intern

In order to fully understand the specific neighborhood of this school, it is first essential to have insight into the total community of Santee.

Santee is an unimcorporated area of the County of San Diego, surrounded by Lakeside to the east; El Cajon and La Mesa to the south; San Diego to the west; and a large amount of open land, and Poway to the north. Until ten years ago, Santee was primarily rural. Dairy ranches and chicken farms were interspersed throughout the area. The original town center was very small, offering limited services to the community. It consisted mainly of the Santee School, the Community Methodist Church, and several small businesses. The short distances between "Old Santee" and the surrounding communities of Lakeside, El Cajon and La Mesa did not permit an extensive community center to develop.

A drastic community change began in 1959 as individuals and contractor-developers began to take advantage of the "cheap" and open land of the Santee area. The land was selling for less than $1,000 per acre and the buying and selling of land seemed profitable for both the buyer and the seller. Almost over night the Santee area became a "bedroom community". Most of the new homes were inexpensive and attracted many young couples with large families, and service personnel. Since there was no zoning, the homes were developed pretty much to the financial advantage of the contractors. A new business center was established at the corner of the main intersection. In 1959-60 Santee had the largest per capita population growth in the State of California. At this point in the community's growth, there were the following two types of people in the area: (1) the rural people whose fathers and grandfathers had lived there before them, and (2) the new lower middle-class

people who made their living outside the community. As could be expected, there was friction between these groups.

As swiftly as the growth had begun in 1959, it came to a dramatic halt in 1961. The cutbacks in military spending and aircraft contracts resulted in a recession for the greater San Diego area. In 1961 all building stopped and toward the end of the year Santee had over 800 vacant homes. These homes were repossessed by banks and finance companies and became low rental units which attracted a third, more transient population, into the area.

Today, Santee is in great need of an organized and democratic power structure. Presently there is very little community spirit and a very nebulus system for community action. The Chamber of Commerce is more business oriented than community minded. The Community Council has limited its function to that of establishing a community calendar. A strong civic association began in 1961 but was dissolved in 1963. The Santee Rotary, which began in 1961, is presently active, but is not part of the community, and the Lions Club which was established in 1965 seems to be more socially active than civic minded. The Senior Womens' Club has been successful in a small way working toward community beautification.

Probably the only organizations that have consistantly tied the community together, are the Santee Public Schools and the Santee County Water District. One of the most well known and influential men in the community is the Superintendent of Schools. No doubt, the most progressive and dynamic project of the community has been the Santee Lakes Project.

Santee lacks a sense of community for two major reasons. First, it is primarily a community with very few people employed within its boundaries. Secondly, there is a great deal of vacant land within the area which separates the smaller residential districts from each other.

Today the most powerful community action group is the Santee Citizen's Committee. This group was organized primarily to oppose the building of the Boys' Rehabilitation Center on the old Camp Elliot property.

The Santee Public School District has grown from one school in 1959 to seven schools in 1968. The community has passed every tax and school bond election, yet the Parent Teachers Association is quite inactive. The Board elections have been very passive. The district has been progressive in building and programming.

Some of the important facilities and agencies within the community are: Gilespie Field, Grossmont College, Grossmont Continuation School, Girls' Rehabilitation Center, and the San Diego County Geriatrics Hospital. There are ten churches within the community which consist of the following: Roman Catholic, Luthern, Baptist, Presbyterian, and Methodist. They serve only about 15% of the community and would be considered small churches by their general church bodies.

Santee has its own Fire, Water, and School Districts which are subject to some county control but are limited geographically to the Santee boundaries. The area is policed by the Highway Patrol and the Sheriff's Department. Every other public service, such as health and welfare, are furnished through the County of San Diego.

One important aspect of the community, which has not het been mentioned, is the large number of trailer parks. The majority of these parks are very attractive adult centers with luxurious recreational facilities. There are also a number of less desirable trailer parks which permit children. Today there are 495 trailer park lots under construction. They are being purchased or leased almost as fast as they are being developed. When I asked for a description of the kind of person who lives in a trailer park, I found to my enlightenment, that most of them were very substantial and permanent people. In fact, two of the teachers of our school reside in trailer parks in the area.

The growth potential of the area is outstanding. Today there are 5,000 students of elementary and junior high ages in the school district. It is estimated that the potential enrollment is 25,000 students. Both Sears Roebuck and Pacific Telephone Companies long range planning predict that Santee will be the center of the population of the county in twenty years.

The neighborhood of the school in this study is the area which includes the

"old" Santee business district and community center. It is within two blocks of the Community Methodist Church and the Santee School. Even this neighborhood is greatly diversified. There is an old service station which dates back some thirty-five years and in contrast, a drive-in which is less than five years old. There is open dairy farm land adjacent to the new Girls' Rehabilitation Center.

6.2 Time Periods

6.2.1 Pre-Service

In conjunction with the college course, Social Work 199 (an inter-departmental course, taught by professors of sociology, psychology and education) a minimum of fifty hours of intensive community agency experience was provided each intern. This field work was scheduled at least two hours per day over a five-week period. The professional social worker in charge of the experience selected agencies and home visitations which would give the interns maximum contact with disadvantaged youth. The interns provided, through their training endeavors, services to the agencies which normally would not have been available.

Weekly evaluations from the interns to the staff indicated that the field work experience was one of the most revealing and beneficial parts of the pre-service program.

6.2 2 In-Service First Year

Community experience included home visits, club work, individual tutoring, recruitment of bi-lingual children for the E.S.L. summer program, and English classes for Spanish speaking mothers.

6.2 3 Interim Summer

Descriptions of the summer programs by the team leaders are included with copies of their schedules.

6.2.3.1 Chollas Elementary Team:

The Corpsmen worked at the Neighboring House which is located two blocks from the school site. Activities at the center and nearby field trips were provided to enrich the experiences of the children. Parents were involved in the planning and participation of recreational activities for their own children. A schedule follows:

1. Classes daily: Tuesday - Friday (Family activities on Saturday) Arts and Crafts, Music Appreciation with demonstrations by local musicians and concert attendance, Creative Writing, poetry and stories, Dramas with skits, short plays and role playing. Field trips, a tour of the downtown area, banks and hotels. Beach activities - swimming, sketching, picnicking, nature hunt. Visits to Sea World, the Zoo, Presidio Park, the baseball games, and an airplane trip. There were also retreats at county parks during the day and one overnight retreat. Films of sports and social relations, career speakers, including doctors, policemen, firemen, ministers, probation officers. The time schedule for these events was from nine o'clock until noon, Tuesday through Friday, classes

and films as outlined. One o'clock until four o'clock field trips and community activities and four o'clock until five o'clock, evaluation and planning. On Saturdays there were family projects, planned dialogue.

6.2 3 2 Perry Elementary Team: The Corpsmen assisted the Bayview Naval Community Center in operating a summer involvment program for children attending the Perry school. The accomplishments of the program are outlined below:

1. Developed an arts and crafts program that was conducted two afternoons per week through the Bayview Community Center.
2. Provided adult supervision for the children of Bayview Naval Housing each Wednesday as they traveled to the Naval pool and recreational area.
3. Organized weekly field trips conducted each Thursday.
4. Assisted with the recreation program at Perry School that was operated by the City Recreation Department.
5. Held an independent project day on Fridays.

6.2 3 3 Santee Elementary Team: The Corpsmen assumed the responsibility of setting-up and operating the first summer recreation program for students at the Prospect Avenue and Chet F. Harritt Elementary Schools. Specific objectives that were realized are outlined below:

1. Established and completed a recreation program at the end of the regular summer session at the Prospect Avenue and Chet F. Harritt Elementary Schools.
2. Helped children utilize leisure time in constructive, meaningful ways.
3. Established a pattern of recreational activities which would continue in the future

6.2 3 4 Gompers Junior High School: The Corpsmen were assigned to the Southeast branch of the Y.M.C.A.. At the "Y" each intern was responsible for a small group of twelve to fifteen children. They provided individual and group service as daytime counselors. The intern schedule follows:

Monday	Tuesday	Wednesday	Thursday	Friday	
Swim Crafts	Gym Inst. Archery	Swim Crafts	Gym Inst. Archery	Swim Crafts	A.M. P.M.
Swim. Games	Tm Sports Movies	Swim Games	Tm Sports Movies	Swim Games	A.M. P.M.
Swim Crafts	Gym Inst. Archery	Swim Crafts	Gym Inst. Archery	Swim Crafts	A.M. P.M.
Swim Games	Tm Sports Movies	Swim Games	Tm Sports Movies	Swim Games	A.M. P.M.

6.2 4 In-Service Second Year

Community activities the interns participated in were: the United Crusade, Citizen's Advisory Committee on Compansatory Education, which was organized to keep the parents of the community informed on all programs available in the school system, parent conferences, P.T.A. meetings, Head Start workshop for mothers concerned with Christmas program ideas, operated booths at a Halloween carnival with proceeds going to the district poor at Christmas time, transported groups of children to children's concerts on certain Saturdays and made home calls.

6.3 Suggestions for Improvement

An attempt to coordinate Teacher Corps community activities with other community organizations to prevent duplication of effort and conflict in time should be made.
A community leadership course should be taught on site to provide the stimulus, organization and leadership to establish and maintain meaningful community projects that are related to educational objectives.

7.0 School

The corpsmen's in-service school involvement is discussed. Following the involvement discussions are suggestions for improvement.

7.1 In-Service School Experience

The corpsmen's school involvements are presented sequentially according to district. San Diego Unified School District target schools are Chollas, Perry and Gompers. The Escondido District target school is Central and the Santee District target school for the first year was Santee and during the second year, Chet Harritt.

7.1 1 Chollas Elementary, San Diego

The team used innovative techniques in their own classrooms, but they were not adopted by all of the classes in the school. One innovation was the introduction of small interest group instruction. (racial background and culture of Black and Mexican/American pupils). The groups were effective as the participating pupils seemed to develop a better self image.
The interns were assigned to classrooms for different periods of time. They were involved in many activities: Tutoring in a one-to-one relationship, small group situation (reading, language, arithmetic, social studies) and in regular class situations. They also assisted with assemblies, made home calls, supervised field trips, substituted in classrooms and on the playground and developed and changed the faculty bulletin boards.

7.1 2 Perry Elementary, San Diego
The team organized a reading difficulty class which they conducted daily for most of the first school year. The team was consolidated with the Chollas group the second year. They also instructed in language arts at elementary grade levels. Field trips on a voluntary basis with individuals and small groups were taken on Saturdays.

7.1 3 Commers Junior High, San Diego
The team helped implement a mathematics laboratory for low-achievers. They assisted with the math lab before school, tutored one-to-one and small groups and organized a math club which met after school three times per week. The team also helped implement a geography laboratory. Both labs did much to motivate individuals in becoming more interested in the subject areas of math and geography. Each intern had small and large group experience, and in these situations, they had responsibility for planning, conducting and control. In addition to the math club, they organized and led clubs in Spanish, geography, dancing and drama at the end of the school day.

7.1 4 Santee Elementary, Santee
The team set up a reading clinic for disadvantaged children in grades four through six which they continued for the school year. Small groups of children from regular classrooms were involved. The interns became familiar with the controlled reader tachestiscope and other reading aids which they demonstrated in the regular classrooms.

7.1 5 Chet Harritt Elementary, Santee
The team moved to this target school at the beginning of their second year. Team teaching is the teaching method used at Chet Harritt and here the interns shared rooms, planned as a group and corroborated with many teachers. The corpumen planned and worked through a complete unit in all areas of each grade assignment. They were assigned a reading class and their teaching skills were evaluated by the use of Flanders' technique used in conjunction with the video tape. Innovations were a K test developed by the interns used by Title I personnel in identifying the disadvantaged child, group parent conference and the introduction of the child-written newspaper at Chet Harritt.

7.1 6 Central Elementary, Escondido
The team worked with instructional (reading primarily) and enrichment (fine arts) programs in and out of classrooms. They involved the entire school in the production of a three ds they event. The production was put on for parents and brought out the greatest number of adults that had ever attended a Central School evening activity.

7.2 Suggestions for Improvement

One team believed that they could be more effective if they had their own classroom. They felt too, many times they had to work under the influence of their master teacher's personality. Another suggestion was, less time at the college and more time available for school and community work. This could be done if the Master's degree was excluded from the program, or if interns with undergraduate preparation in education was recruited. In fact, the student who is motivated to teach and has, with effort and planning, pursued undergraduate training in education, seems much more likely a candidate for the Teacher Corps than the aimless, immature candidates that so often apply. Many of the interns want to do "their thing" without putting forth any effort, but more importantly, "their thing" is too often based on nebulous ideas which change with the climate of the community and the winds of chance. These rapid and arbitrary changes prevent those who advocate doing "their thing" from developing even their own approach, and thus creating an added difficulty for the deprived student, who suffers from this type of exposure, and whose last state is now more disadvantaged in terms of acculturation than it was previously.